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ABSTRACT

A guide to assist prospective test users in the selection of commonly used standardized achievement tests is presented. The tests include seven readiness tests (prekindergarten and kindergarten), 10 English reading and mathematics tests (grades 1 through 12), and two Spanish achievement tests (grades 1 through 12). Most of the readiness tests are available in either Spanish or English to permit testing of monolingual Spanish-speaking kindergarteners or first graders. The information presented in each test description includes: (1) the levels and forms of the test appropriate for each grade level; (2) normative information concerning the norming population and norming dates; (3) comments on the relative advantages or disadvantages of the norming procedure and other features of the test, for different types of testing programs; (4) types of scoring services; and (5) other evaluative services available through each publisher. Addresses and telephone numbers of the publishers are provided in a Publisher/Test listing. For each test, the levels and forms are listed for the appropriate grade levels. The normative data presented for each test are derived from information provided by the publisher on their standardization procedure for the tests. (SW)

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ED187129

A PRACTICAL GUIDE TO COMMONLY USED STANDARDIZED ACHIEVEMENT TESTS

by

Marilyn Babcock

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The selection of an appropriate test to assess achievement gains is a complex problem that involves a number of critical decisions. A Practical Guide to Commonly Used Standardized Achievement Tests has been prepared to assist prospective test users in the selection of the instrument that best suits their assessment needs. It is intended only as a guidance tool in the process of selecting an achievement test and no endorsement of any individual test is intended or made; a test is considered "appropriate" only as it relates to particular assessment needs. The information presented in the Guide has been derived from the technical reports corresponding to each test cited. Every effort has been made to represent publishers' statements about their tests as accurately as possible.

The tests included in the Guide have all been nationally normed and represent the most widely used achievement tests available on the market today. Most of these tests have long histories of development, and, in many cases, publishers have conducted recent item revision and re-norming studies to assure that test items reflect current teaching practices and that norm tables reflect the performance of present-day student populations.

The tests presented in the Guide include seven readiness tests (pre-kindergarten and kindergarten), ten English reading and mathematics tests (grades 1 through 12) and two Spanish achievement tests (grades 1 through 12). Most of the readiness tests are available in either Spanish or English to permit testing of monolingual, Spanish-speaking kindergarteners or first graders.

The information presented in each test description includes: (1) the levels and forms of the test appropriate for each grade level; (2) normative information concerning the norming population and norming dates; (3) comments on the relative advantages or disadvantages of the norming procedure and other features of the test, for different types of testing programs; (4) types of scoring services, and (5) other evaluative services available through each publisher. Addresses and telephone numbers of the publishers are provided in the Publisher/Test lisiting (page 35).

For each test, the levels and forms are listed for the appropriate grade levels. Administering the correct level of a test is important in assessing achievement. Too low a level results in many high scores, and pre- to posttest progress will be difficult, if not impossible, to demonstrate. The same problem exists when administering a test having too high a level, in which case mostly low scores would result. Program effects will be demonstrated best by using the appropriate level and form of a test and by using this same level and form for both pretesting and posttesting.

The normative data presented for each test are derived from information provided by the publisher on their standardization procedure for the tests. The dates on which the test was normed are given so that the user can plan to give the test within two weeks of that time. This timing is necessary in order that a comparison of student scores to test norms may yield accurate information about achievement. Numerous research studies have shown that use of projected or extrapolated norm tables results in inaccuracies. The dates of pre- and posttesting, therefore, should correspond with the dates of empirically established norm tables. If the user selects a test normed in the spring only, the pre- and posttesting should be done in the spring of successive years. If a test is normed in both the fall and spring, the pre- and posttesting may be done in the same academic year.

The Guide does not attempt to address what is perhaps the most critical question in the selection of a test, namely, the correspondence between the content of the test and the content of the educational program to be assessed. The content validity of a test, as it relates to a particular curriculum, can be determined only through a detailed analysis and comparison of test items with actual course content and objectives. This analysis is most appropriately conducted by the educators and administrators who plan and implement an educational program.

In summary, the following general procedures are recommended for setting up a viable testing program:

- Each student should be tested with the level of the test appropriate for his or her competency, (Competency level may or may not correspond to grade level.)

- Whenever possible, student should be pre-and post-tested with the same level and form of the test.

- A test should be administered within two weeks before or after the date on which the test was normed.

- The use of projected or extrapolated norm tables is not recommended.

- Tests which have been standardized only in the spring should be administered only in the spring. Such tests require a 12-month testing program, with pretesting occurring in the spring of one year and posttesting occurring in the spring of the following year.

- Tests which have been standardized in both the fall and spring allow a 9-month testing program in which students can be pre- and posttested within the same academic year.

- Tests administered in the fall should be scored according to fall norm tables. Tests administered in the spring should be scored according to spring norm tables.

We believe that the tests included in this Guide offer sufficient flexibility to satisfy the needs of diverse educational programs, in which the assessment of student achievement in English, Spanish or mathematics is desired.

The information presented in the Guide was compiled in January 1979. The publication plan includes a provision for revision and update of test descriptions in April of each year.

Boehm Test of Basic Concepts (BTBC) (1970 edition)

Publisher: The Psychological Corporation

1. LEVELS	GRADES	FORMS
Readiness	K-2	A & B

2. NORMATIVE DATA

Norm group consisted of kindergarten, first and second grade students located in sixteen cities across the U.S.

Fall and mid-year norm tables are provided. Fall norms are based on a September-October administration of the test; mid-year norms are based on data collected between November and February.

Separate norm tables are provided for each grade and for three socioeconomic levels within each grade.

3. COMMENTS

Twice-a-year standardization of norms permits pre- and post-testing within the same academic year. However, the November-February data collection interval weakens the reliability of the mid-year table. Due to the rapid learning rates observed in early school years, considerable change in proficiency would be expected over a 4-month period.

Since most evaluations are concerned with benefits derived from an educational program over a full academic year, the absence of end-of-year norm tables is another weakness of this test.

The BTBC was designed to be used as a diagnostic rather than as a predictive instrument and enables teachers to assess students' familiarity with fifty concepts (e.g., some, many, in, on, same as, etc.) considered fundamental for successful adaptation to and productive functioning in a regular instructional setting. The test can be used to answer questions such as, "Is the child ready to learn?" "Can the child be expected to comprehend instructions and follow directions?"

The BTBC does not pretend to assess readiness to learn or proficiency in any specific subject area, such as math, verbal skills, reading, etc. Nor does the BTBC attempt to predict how students will perform in particular subject areas. Consequently, the BTBC is not recommended for the

assessment of either initial language proficiency or subsequent improvement in language skills. It is, however, useful in assessment of an aptitude that is undoubtedly highly correlated with a student's achievement in specific skills areas.

4. SCORING SERVICES AVAILABLE

None

5. OTHER SERVICES AVAILABLE

Boehm Resource Guide for Basic Concept Teaching is also available from the publisher.

California Achievement Test (CAT C & D) (1977 edition)

Publisher: CTB/McGraw-Hill

1. LEVELS

LEVELS	GRADES	FORMS
10	K.0 - 1.3	C
11	K.5 - 1.9	C
12	1.5 - 2.9	C
13	2.5 - 3.9	C & D
14	3.5 - 4.9	C & D
15	4.5 - 5.9	C & D
16	5.5 - 6.9	C & D
17	6.5 - 7.9	C & D
18	7.5 - 9.9	C & D
19	9.5 -12.9	C & D

2. NORMATIVE DATA

Norms are based on twice-a-year standardization using the same classrooms with groups matched as to demographic data.

Norms established in October and May.

3. COMMENTS

Norms based on twice-a-year standardization permit pre- and posttesting within the same academic year.

Norms Book includes a table for conversion of test scores to NCEs.

Test Review Kits include a "Locator Test" which can be used to identify the appropriate test level for students at each grade level.

Spring CAT C & D scores may be predicted from the Short Form Test of Academic Aptitude (SFTAA) or the Prescriptive Reading Inventory (PRI) for more accurate analysis of differences between predicted and observed posttest scores. (SFTAA and PRI also published by CTB/McGraw-Hill.)

Because fall and spring norm tables were projected from a single February-March administration of the test, earlier editions of the CAT are not recommended. Additionally, test items for grades K-3 have been extensively revised in the 1977 edition.

4. SCORING SERVICES AVAILABLE

Class or subgroup summary reports
Individual test record and home report
Right response summary by class, school or district
Objective mastery summary by class, school or district
Graphic frequency distribution by school or district
Graphic evaluator's summary by school or district
Administrator's summary
Evaluator's Summary
Pre-post reports
Fall to spring predictions
Punched cards

5. OTHER SERVICES

Evaluation consulting services and teacher/administrator evaluation workshops available through CTB/McGraw-Hill.

Comprehensive Test of Basic Skills (CTBS) - CTBS/S & T

(1973, 1975 Edition)

Publisher: CTB/McGraw-Hill,

1. LEVELS

LEVELS	GRADES	FORMS
A	K.0 - 1.3	S
B	K.6 - 1.9	S
C	1.6 - 2.9	S
1	2.5 - 4.9	S & T
2	4.5 - 6.9	S & T
3	6.5 - 8.9	S & T
4	8.5 -12.9	S & T

2. NORMATIVE DATA

Normed on a stratified, random sample of 130,000 students.

Grades K and 1 pre- and posttested in October and April.

Grades 2-12 tested only in April. Fall norm tables for students in grades 2-12 have been projected from predicted achievement based on the simultaneous administration of the Short Form Test of Academic Aptitude (SFTAA).

3. COMMENTS

Twice-a-year standardization of norms for grades K and 1 permits pre- and posttesting of these students within the same academic year. However, due to the once-a-year norming for grades 2 through 12, pre- and posttesting of these students should occur only in April of each year (a 12-month interval).

4. SCORING SERVICES AVAILABLE

Individual test record
Evaluator's summary for school and district
Graphic evaluator's summary
Administrator's summary
Frequency distribution for school and district

5. OTHER SERVICES

Evaluation consulting services and teacher/administrator evaluation workshops available through CTB/McGraw-Hill.

Comprehensive Test of Basic Skills (CTBS Español) (1978 edition)

Publisher: CTB/McGraw-Hill

1. LEVELS

LEVELS	GRADES	FORMS
B	1.0-1.9	One form only. This form is comparable to the CTBS Form S of the English version of the test.
C	2.0-2.9	
1	3.0-4.9	
2	5.0-6.9	
3	7.0-8.9	

2. NORMATIVE DATA

The CTBS Español corresponds to Form S of the English edition of the CTBS. The CTBS Español has been scaled so that a bilingual-biliterate student, equally proficient in Spanish and English language skills, would obtain similar test scores on either the Spanish or the English version of the test. The equating sample consisted of 5501 bilingual-biliterate students, with approximately equal proficiency in Spanish and English.

Students in the equating sample were drawn from 36 school districts participating in the ESEA Title VII projects. The 36 districts represented all geographical areas of the U.S.

Grades 3, 4, 5 and 6 were equated separately for levels 1 and 2 of the test. Data from grades 7 and 8 were combined for equating of scores for level 3.

Reliability coefficients of Spanish total reading (CTBS Español) to English total reading (CTBS/S) ranged from .64 to .81 across the 8 grade levels included in the equating sample.

The equated norms derived from the equating procedure are based upon a spring administration of the test.

3. COMMENTS

Since norms have been equated to CTBS/S norms, which are based on a once-a-year standardization, pre- and posttesting with the CTBS Español should occur only in April of each year.

Also, the equating study was conducted in April, thus the equated norm tables assume that students have been tested at

the appropriate time of the year, with the appropriate equated level of the CTBS Español.

The norms tables provided with the CTBS Español permit comparison of students' scores on this test with scores of students in comparable grades who comprised the national random sample used in standardizing the CTBS/S. Thus, the percentiles provided in the tables are not norms for the CTBS Español; rather they are estimates of the percentile a student would have obtained if he or she had taken the CTBS/S.

The publisher indicates that standardization of the CTBS Español, including derivation of norms tables specific to the test, will be completed in the near future.

4. SCORING SERVICES AVAILABLE

Class record sheet
School and district mean scores
Individual test record
Administrator's summary

5. OTHER SERVICES

The Spanish/English Reading and Vocabulary Screening test (SERVS) may be ordered along with the CTBS Español. This test assists in determining whether a student should be tested in Spanish or English.

Evaluation consulting services and teacher/administrator evaluation workshops are available through CTB/McGraw-Hill.

Cooperative Primary Tests (CPT) (1965-1967 edition)

Developer: Educational Testing Services
Publisher: Addison-Wesley Publishing Co.

1. LEVELS

LEVELS	GRADES	FORMS
12	1.9-2.0	A & B
23	2.9-3.0	A & B

2. NORMATIVE DATA

The tests have not been revised or normed since 1965.

The norming sample was derived on a voluntrary basis and only 37 percent of the school districts invited to participate in the standardization program actually did so.

There was no attempt to stratify the sample on any basis, e.g., SES, ethnic group, urban/rural, etc.

Standardization was conducted in both the fall and the spring; however, the same students were not included in both testing sessions.

3. COMMENTS

Because the tests have not been revised since 1965, there is some question as to whether or not the test items assess what are considered important key concepts in reading and mathematics today.

Also, because the tests have not been re-normed since 1965, there is reason to question whether the norms are truly representative of current student populations.

Fall and spring norm tables are not directly comparable since the two student samples used in the standardization sessions represented distinctly different geographical areas of the country.

4. SCORING SERVICES AVAILABLE

Machine scoring is available upon request.

5. OTHER SERVICES

No other services indicated.

The Inter-American Reading Test (Prueba de Lectura Interamericana) (1967 edition)

Publisher: Guidance Testing Associates

1. LEVEL

LEVEL	GRADE	FORMS
1	1.5-2.0	Pre, Post
2	2.5-3.9	Pre, Post
3	4.0-6.9	Pre, Post
4	7.0-9.9	Pre, Post
5	10.0-12.9	Pre, Post

2. NORMATIVE DATA

National norms were established on the basis of data derived from schools already using the test in fall 1977 and spring 1978.

The fall normative sample included 4200 students from two California school districts, 10,000 students from seventeen Texas districts, and 3,000 students from eleven school districts throughout the country.

The spring normative sample included 5,200 students from two California districts, 24,000 students from eighteen Texas districts, and 4,800 students from eleven districts throughout the country.

This sampling procedure resulted in the development of separate norm tables for California, Texas and the United States.

3. COMMENTS

Separate standardization of the pre and post forms of the test permit pre and posttesting withing the same academic year. It is important to note, however, that the fall and spring normative samples were not necessarily composed of the same students.

There is no indication as to the month in which tests used in the standardization process were administered. This omission makes it impossible to know when the pre- and posttests should be administered to permit valid comparisons with the normative sample.

Note that national norms have been developed only for the Inter-American Reading Test (Prueba de Lectura Interamericana). Other tests in the Inter-American series (Tests of General

Ability and the Inter-American Tests of Reading and Numbers) offer only "estimated, tentative norms."

While the Inter-American Reading Test and the Prueba de Lectura Interamericana are appropriate instruments for assessing English and Spanish reading achievement, another standardized achievement test would have to be chosen to assess achievement in math.

4. SCORING SERVICES AVAILABLE

Class reports
Local norms
Quartile distribution report
Administrator's summary
Frequency distribution of total scores
Spanish-English comparison
Pre-post gain comparison

5. OTHER SERVICES

None

Iowa Tests of Basic Skills (ITBS) (1977 edition)

Publisher: Houghton-Mifflin Co.

1. LEVELS

LEVELS	GRADES	FORMS
7	1.7 - 2.5	5 & 6
8	2.6 - 3.5	5 & 6
9	3.0 - 3.9	
10	4.0 - 4.9	
11	5.0 - 5.9	
12	6.0 - 6.9	
13	7.0 - 7.9	
14	8.0 - 8.9	

2. NORMATIVE DATA

Normed on fall-spring matched samples of approximately 59,000 students, grades 1 through 8.

Testing dates for all grades were October 6-10 and April 26-30.

3. COMMENTS

Twice-a-year standardization of norms permits pre- and post-testing within the same academic year.

Test manual includes special NCE norm tables.

4. SCORING SERVICES AVAILABLE

Individual student response record
The Comprehensive Pupil Report
Local, regional or national percentile ranks
Summary statistics of pre- and posttest scores at class, school or district level
Frequency distributions of percentile ranks
Interpreted IBM punched cards containing each student's data
Separate lists of student scores by grade within school for 1) students who completed both pre- and posttests, 2) students who completed only the pretest, and 3) students who completed only the posttest.
Correlations, t-tests and joint frequency distributions reported for students completing both pre- and posttests available at either the school or the district level.

5. OTHER SERVICES

Information regarding other special services is available from the Houghton-Mifflin Company, or the regional office test coordinators in each state.

Metropolitan Achievement Tests (MAT) (1970 edition)

Publisher: Harcourt Brace Jovanovich, Inc.
Distributor: The Psychological Corporation

1. LEVEL

LEVEL	GRADE	FORMS
Primer	K.5 - 1.4	F, H
Primary I	1.5 - 2.4	F, G, H
Primary II	2.5 - 3.4	F, G, H
Elementary	3.5 - 4.9	F, G, H
Intermediate	5.0 - 6.9	F, G, H
Advanced	7.0 - 9.5	F, G, H

2. NORMATIVE DATA

Norms for levels Primary I through Advanced are based on a twice-a-year standardization program with separate testing conducted in October and April.

Norms for the Primer battery are based on January and April test administrations.

Both forms of the Primer battery were administered to 1500 students per grade.

All other levels were administered to 7000 students per grade.

Forms G and H were administered in the fall testing session, and Form F was used exclusively for spring testing.

3. COMMENTS

Norms based on twice-a-year standardization permit pre- and posttesting within the same academic year.

The Primer battery has been equated to the Primary I battery. Equivalent scores were derived for the two batteries; standard scores on Primer tests correspond to the Primary I raw score equivalent of each Primer raw score value.

4. SCORING SERVICES AVAILABLE

Class lists including summary statistics
Individual student records
Local norms by grade

School or district distributions and cumulative percents
Punched cards

5. OTHER SERVICES

Extensive library of books and monographs related to assessment and evaluation available through The Psychological Corporation. Statistical analyses available upon request.

Metropolitan Readiness Tests (MRT) (1976 edition)

Publisher: Harcourt Brace Jovanovich, Inc.
Distributor: The Psychological Corporation

1.

LEVELS	GRADES	FORMS
I	K.3-K.6	P & Q
II	K.9-1.0	P & Q

2. NORMATIVE DATA

Level I
Norm tables for students in kindergarten are offered for November and for mid-year.

Special norms for Form P are available upon request for large-city school systems.

Level II
Norm tables are offered for end of kindergarten and beginning grade 1.

Special norms for Form P are available upon request for large-city school systems.

3. COMMENTS

Levels I and II of the Metropolitan Readiness Tests provide percentile ranks for pre-reading skills composite scores and can be used in fall pretesting and spring posttesting of kindergarteners.

However the two levels differ in content, therefore, there is no way to tell from posttest scores whether a particular skill, (e.g., finding patterns) was mastered as a result of the educational experience or was part of the child's repetoire when he or she began kindergarten, and simply was not assessed by the Level I test.

Use of either level for both pre- and posttesting is not recommended since Level I offers no end-of-year norms and Level II offers no beginning-of-year norms.

4. SCORING SERVICES AVAILABLE

Individual student record
Class summary

School or district distribution
Local norms
Punched cards

5. OTHER SERVICES AVAILABLE

Extensive library of books and monographs related to assessment and evaluation available through The Psychological Corporation.

Sequential Tests of Educational Progress, Series II (STEP-II)
(1972 edition)

Developer: Educational Testing Service
Publisher: Addison-Wesley Publishing Co.

1. LEVEL

LEVEL	GRADES	FORMS
4	3.9-6.0	A & B
3	6.9-9.0	A & B
2	9.9-12.0	A & B

2. NORMATIVE DATA

Norm tables are based on a single administration of the test. Fall norms were extrapolated from the data derived during the spring testing program.

Norms are based on a large representative national sample.

One of the primary objectives behind the development of STEP-II was to divide a test that satisfied the highest requiredments of the Standards for Education & Psychological Tests & Manuals. Reviewers agree that STEP-II is among the most technically valid and psychometrically sound of all the standardized achievement tests.

3. COMMENTS

Since norm tables are based on a single administration of the test, pre- and posttesting should occur only in April each year. This testing schedule does not permit evaluation of achievement gains within a given academic year.

4. SCORING SERVICES AVAILABLE

Class list report
Local and national mid-percentile ranks
Local norms distributions
Sub-group list reports
IBM punched cards

5. OTHER SERVICES

No other services indicated.

SRA Achievement Series, Forms E and F (1971-72 edition)

Publisher: Science Research Associates

1. LEVEL

LEVEL	GRADE	FORMS
Primary I	1.0 - 2.5	E & F
Primary II	2.6 - 3.9	E & F
Blue	4.0 - 5.9	E & F
Green	6.0 - 7.9	E & F
Red	8.0 - 9.5	E & F
ITED (Iowa Test of Educational Development)	9.6 -12.9	x-5 + y-5

2. NORMATIVE DATA

Normed on a nationwide, stratified random sample of 155,567 students.

Norms are based on a single April administration of all levels and all forms of the test.

Norm tables given for months other than April were projected from the data collected in April.

3. COMMENTS

Since norm tables are based on a single administration of the test, pre- and posttesting should occur only in April of each year. Such a testing schedule does not permit evaluation of achievement gains within a given academic year.

In addition to national norms, SRA has developed norm tables for five subgroups:

(1) large city
(2) rural/small town
(3) Title I students
(4) high socioeconomic status
(5) non-public schools

4. SCORING SERVICES AVAILABLE

Class or subgroup list score reports with summary statistics
Frequency distributions for each class and subgroup
Local norms
Individual or group skills profiles

5. OTHER SERVICES

None indicated.

Stanford Achievement Tests (SAT) (1973 edition)

Publisher: Harcourt Brace Jovanovich, Inc.
Distributor: The Psychological Corporation

1. LEVEL

LEVEL	GRADE	FORMS*
Primary I	1.5 - 2.4	A & B
Primary II	2.5 - 3.4	A & B
Primary III	3.5 - 4.4	A & B
Intermediate I	4.5 - 5.4	A & B
Intermediate II	5.5 - 6.9	A & B
Advanced	7.0 - 9.9	A & B
TASK I	8.0 -10.9	
TASK II	11.0-12.9	
TASK III	College level	

*Abbreviated Forms C are also available for all levels of the SAT.

2. NORMATIVE DATA

Twice-a-year standardization of all levels occurred in October and May.

Normative sample consisted of 275,000 students.

3. COMMENTS

Twice-a-year standardization permits pre- and posttesting within the same academic year.

No beginning-of-year norm tables are provided and students beginning the first grade are likely to encounter a floor effect; therefore, use of the Primary I battery prior to the fifth month of first grade is not recommended.

Practice tests are provided with the first five levels of the SAT. The practice test must always precede administration of a complete battery since this procedure was observed in all norming programs.

4. SCORING SERVICES AVAILABLE

NCEs, percentile ranks, and stanines printed for all students
Class summary lists with means
Individual test records
Local norms
Administrator's summary of means

5. OTHER SERVICES

Extensive library of books and monographs related to assessment and evaluation available through The Psychological Corporation.

Statistical analyses available upon request.

Stanford Early School Achievement Test (SESAT) (1970 edition)

Publisher: Harcourt Brace Jovanovich, Inc.
Distributor: The Psychological Corporation

1. LEVEL / GRADE / FORMS

LEVEL	GRADE	FORMS
I	K.1 - 1.1	(one form only)
II	1.1 - 1.8	

2. NORMATIVE DATA

Level I
Fall and spring norm tables are based on separate administrations of the test in October and April.

Level II
Fall and mid-year norm tables based on separate administrations of the test in October and January. (No end-of-year norms provided for Level II.)

3. COMMENTS

Twice-a-year standardization of SESAT Level I permits pre- and posttesting of kindergarteners within the same academic year.

SESAT Level II is considered an adequate posttest measure only for 1st grade students who score below the 50th percentile on a fall pretest using SESAT Level II. Students who score above the 50th percentile on the pretest are likely to encounter a ceiling effect at posttesting.

The Stanford Achievement Test, Primary I battery, is considered the appropriate posttest for most 1st grade students. The Primary I battery has been equated to SESAT Level II; however, norm tables have not been equated since there are no spring norm tables for SESAT Level II. That is, a student who might be expected to score in the 60th percentile at posttesting on the SESAT Level II could not necessarily be expected to score in the 60th percentile on the Primary I battery.

Because of the risk of ceiling effects and the absence of spring norm tables, the SESAT Level II is not recommended for fall-spring testing of first grade students.

4. SCORING SERVICES AVAILABLE

Class list reports with means
Individual student records
Local percentile ranks and stanine scores
Frequency distributions and cumulative percent reports
Punched cards

5. OTHER SERVICES

Extensive library of books and monographs related to assessment and evaluation availble through The Psychological Corporation.

Test of Basic Experiences (TOBE 2) (1978 edition)

Publisher: CTB/McGraw-Hill

1. LEVEL

LEVEL	GRADE	FORM
K	Pre-school - K.8	One form only
L	K.0 - 1.8	One form only

2. NORMATIVE DATA

The 1978 edition of the TOBE was normed in separate fall and spring standardization programs.

3. COMMENTS

Twice-a-year standardization permits pre- and posttesting within the same academic year.

Earlier editions are not recommended for pre- and posttesting since spring and fall norm tables are projected from data collected in a single, mid-year standardization program.

Items identified as culturally biased have been removed from the TOBE 2.

The two levels contain different test items, therefore, the level chosen for fall testing (K or L) should also be administered as the spring posttest. This procedure permits the most accurate assessment of student achievement.

A separate practice exercise is provided with each test kit to familiarize students with the testing procedures.

4. SCORING SERVICES AVAILABLE

Class record sheet with class mean.
Combined Language/Mathematics report including NCEs.

5. OTHER SERVICES

Evaluation consulting services and teacher/administrator workshops available through CTB McGraw-Hill.

PUBLISHER/TESTS LISTING

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CTB/McGraw Hill Order Services Center Del Monte Research Park, Monterey, CA 93940 (408) 649-8400)		
Tests:	CAT	13
	CTBS - S&T	15
	CTBS Español	16
	TOBE	34
The Psychological Corporation Southwestern Regional Office 4640 Harry Hines Blvd., Dallas, TX 75235 (214) 634-7811		
Tests:	BTBC	11
	MAT	23
	MRT	25
	SAT	30
	SESAT	32
Educational Testing Service Addison-Wesley Publishing Co, Inc. 9259 King Arthur Dr., Dallas, TX 75247 (214) 638-3190		
Tests:	Cooperative Primary Tests	18
	STEP	27
Science Research Associates 259 East Erie St., Chicago, Ill. 60611		
Test:	SRA Achievement Series	28
Guidance Testing Associates St. Mary's University One Camino Santa Maria, San Antonio, TX 78284		
Test:	The Inter-American Reading Test	19
Houghton-Mifflin Co. 6626 Oakbrook Blvd., Dallas, TX 78235 (214) 631-5620		
Test:	Iowa Tests of Basic Skills	21